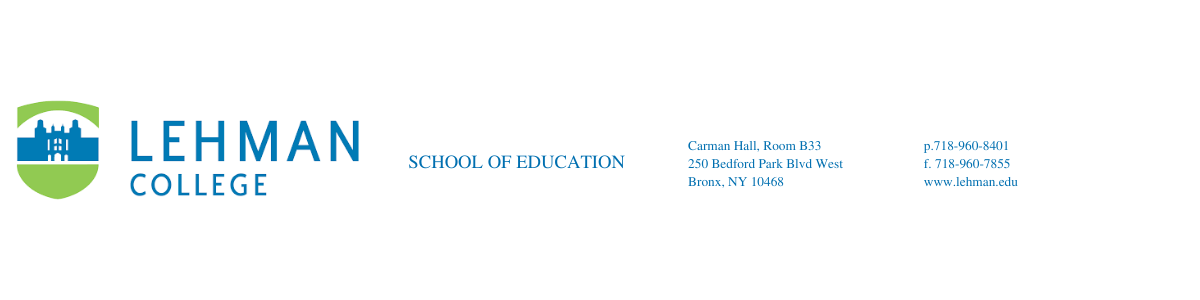
## Appendix C: Post-Conference Guide



**School of Education**

**Post-Conference Guide**

The purpose of this guide is to prepare the Student Teacher for the post-conference with the College Supervisor and get them ready for the discussion.

|  |  |  |
| --- | --- | --- |
| Student Teacher’s Name | Date & Time | College Supervisor’s Name |
|  |  |  |

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| --- | --- |
| **Step 1:**  **Opening** | **College Supervisor asks Student Teacher to:**   * share their ‘*overall* impressions’ of their lesson, based on their   a. experience,  b. the viewing of their video and  c. student assessment outcomes   * share student assessment, rubric scores, or artifacts, student work samples, and the analysis thereof |
| **Step 2:**  **Student Teacher identifies and justifies self-selected strength & growth area(s)**  (in reference to the self-reflection on STEF) | **College Supervisor asks Student Teacher to identify:**   * a) their **strength(s)** AND b) justify the selection with evidence(s) which are **somewhat aligned** to STEF rubric * a) their **growth area(s)** AND b) justify the selection with evidence(s) which are **somewhat aligned** to STEF rubric |
| **Step 3:**  **Instructional Feedback**  Strength(s) | * Student Teacher records notes re: Strengths and next steps to sustain their performance level within this indicator * College Supervisor reveals their identified rubric indicator/area of strength via*:*   a. Direct revelation or,  b. Questioning leading Student Teacher to the same   * College Supervisor verbally shares documented examples from the lesson to substantiate the selection of the strength area identified * College Supervisor and Student Teacher identify *explicit*, *actionable* next steps for sustaining performance within this indicator * **College Supervisor and Student Teacher** identify the manner in which sustaining these practices will positively impact   a. student achievement and  b. other STEF indicators |
| **Step 4:**  **Instructional Feedback**  Growth Area | * STUDENT TEACHER records notes re: growth area(s) and next steps to improve their performance level within this indicator * College Supervisor reveals their identified rubric indicator/area of refinement via   a. Direct revelation or,  b. Questioning leading Student Teacher to the same   * College Supervisor verbally shares documented examples from the lesson to substantiate the selection of the refinement area identified * College Supervisor and Student Teacher identify *explicit*, *actionable* next steps for improving/refining performance within this indicator * College Supervisor and Student Teacher (collaboratively)identify the manner in which improving these practices will positively impact   a. student achievement and  b. other STEF indicators |
| **Step 5:**  **Closing** | * College Supervisor asks Student Teacher to reiterate the identified rubric indicator re: this lesson’s area of:  1. strength and the identified *actionable* next steps for sustaining performance within this indicator 2. growth and the identified *actionable* next- steps for improving performance within this indicator  * College Supervisor and Student Teacher reveal their scoring for all indicators *(Where applicable: Student Teacher shares their recorded evidence regarding any scores discrepant by 2 or more points-)* * College Supervisor and Student Teacher share ‘Professionalism’ scoring and related next steps. * Student Teacher is offered the opportunity to pose any final questions or requests for support |

